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chapter which is no less confusing than it is unsatisfactory. If the editors of the present volume were to turn their skill to the production of an anthology which should include representative work by Hamlin Garland, Mary E. Wilkins Freeman, Sarah Orne Jewett, Thomas Nelson Page, William Vaughan Moody, Frank Norris, Stephen Crane, and a score of other significant writers of later date, their work would receive a heartier welcome by the reviewer.

HOWARD MUMFORD JONES

UNIVERSITY OF CHICAGO

Democracy's High School. By WILLIAM D. LEWIS, Principal of the William Penn High School, Philadelphia. Riverside Educational Monographs. Edited by HENRY SUZZALLO. New York: Macmillan, 1914. Pp. xii+130. \$0.60.

This book will challenge the attention of the man who would defend the traditional curriculum of the high school, and force him to examine anew the grounds of his defense. To the man who believes that there is need of a reorganization of the high school to adapt it better to present-day conditions, this book will furnish many valuable suggestions.

The contents of the book are suggested by the chapter headings, which are as follows: "A Social View of the High School," "The High School and the Boy," "The High School and the Girl," "The High School and the College," "The Administration of the Course of Study."

The author's point of view is set forth in his own words, on p. 5: "The American people—rarely the American pedagogues—have begun to see that the task of the one completely socialized agency for human betterment is not to give the brilliant John and Henry advantages over the phlegmatic James and Tom, but to give to each the type of training most likely to enable him to become the most intelligent, conscientious, and efficient citizen possible with his mental and physical endowments and limitations."

To quote from the Foreword by Theodore Roosevelt: "The vital thing about this book is that it shows just where the high schools which the American people are supporting can render a far larger service than the mere inculcation of knowledge. It presents the problem from the point of view of the boy and girl rather than from that of the subject, and shows how completely this change in viewpoint transforms our traditional thought of the school."

E. D. LONG

STATE NORMAL SCHOOL
LA CROSSE, WIS.

The Modern City and Its Problems. By FREDERIC C. HOWE. New York: Scribner, 1915. Pp. vii+390.

The indefatigable Dr. Howe has produced a fourth contribution to the literature dealing with the modern city. The main object which the author appears to pursue in this volume is to emphasize the fact that many of the problems of the modern city arise from the persistent interference of the state